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ABSTRACT

The interim report of Project SKILL, a Wisconsin demonstration project which provides job placement of handicapped persons in State Civil Service positions, covers second year activities of the project. Second year developments included: definition of intake and screening as a staff speciality; utilizing of special personnel strategies to decrease time in filling positions; creation of new civil service classfications; development of selection strategies; expansion to include new departments, geographical areas, and job classifications; filling of positions without subsidy; and the additional service of co-worker orientation. The seven sections of the report cover: (1) Analysis of Components (job development, screening and placement, training, supportive services/volunteers/followup, and staff responsibilities); (2) Trainees and Ad Hoc Placements (case history examples included); (3) Resources; (4) Cost Benefit Analysis; (5) Problems and Lessons; (6) Extension to Cities and Counties; and (7) Model Dissemination. Due to the intensity and volume of interest in Project SKILL, a grant was written and approved to provide a conference for key administrators in Region V (Illinois, Indiana, Michigan, Minnesota, and Ohio). Copies of forms, correspondence, cost benefit revision, and a proposal are appended. (Author/EA)

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# INTERIM REPORT ON PROJECT SKILL DEMONSTRATION PROJECT ON EMPLOYMENT OF HANDICAPPED PERSONS IN STATE CIVIL SERVICE POSITIONS

CE007020

State of Wisconsin
Department of Administration
Bureau of Human Resource Services
Federal Manpower Programs Section

# PROJECT SKILL
# DEMONSTRATION PROJECT ON EMPLOYMENT OF HANDICAPPED PERSONS IN STATE CIVIL SERVICE POSITIONS

INTERIM REPORT

April, 1976


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# INTRODUCTION

## A. Developments Since Last Report

The first year of Project Skill was a struggle to become known, trusted and respected. It was also a process of sorting out the important dynamics from those of lesser import.

The second year has been a time of solidifying, streamlining and expanding the lessons and findings of the first year. In that year we wrestled out basic procedures and techniques; in the second year we refined them.

The developments that should be specifically defined as occurring in the second year are:

(1) Definition of intake and screening as a staff specialty

(2) Utilizing of special personnel strategies to cut down the length of time needed to fill a position

(3) Creation of new civil service classifications to better respond to trainee capacities

(4) Development of strategies to aid in selection

(5) Expansion to include new departments, geographical areas and job classifications which had not been previously involved

(6) Filling of positions without subsidy

(7) The addition of co-worker orientation to the array of services provided

A few words of explanation regarding each of the above points is necessary.

(1) The volume of applicants and complexity of determining eligibility and obtaining necessary information on each person grew to be so great that the requisite time and effort could not be accomplished with existing staff resources. For this reason, the position of Intake Counselor was defined to attend to these matters, with assistance from the Job Coach. In addition, the Intake Counselor is responsible for monitoring the progress of a committed position through the civil service system as well as for arranging examinations and follow-up interviews.

(2) In the first year of the Project, there was a great problem with the amount of time consumed between the commitment of a position to the Project and the actual, final hiring of a trainee into that position. This problem was discussed in every Quarterly Report and was due mainly to the great

number of procedures which had to be gone through and the innumerable hands through which paperwork had to pass. The staff has done two things to cut down the time spread and, in essence, to solve the problem. First, each stage of the process from commitment to filling the vacancy has been defined in sequence on a chart. We can now track a position all the way through and can push it along if it lingers too long in any one place. Previously we had to wait to hear when a position finally was ready for candidates to be selected.

In addition, the Project now makes extensive use of registers for classifications which are often used for the Project. This procedure is discussed in depth in a later section of this report. It has resulted in the almost-instantaneous filling of some positions.

Numbers 3-7 are also discussed in later sections of this report, but it is important that they be understood as specific areas in which new, additional discoveries have been made and implemented since the publication of the First Year Report.

B. Looking Forward

The movement to non-subsidized training positions for Project Skill participants is evidence of its acceptance as a valid manpower endeavor. The Project's accomplishments and track record have resulted in a commitment on the part of the Department of Administration to place Project Skill into the next biennial budget request. This commitment then means that, upon legislative approval, the activities of the Project will become an on-going part of the State of Wisconsin civil service system.

In addition, preliminary work is being done (through a six-month developmental grant from the State of Wisconsin Manpower Council) to lay the foundation for extension of the Project Skill model to city and county government positions in the balance-of-state. Upon demonstration of sufficient support in the target areas, a full year implementation grant will be applied for.

It is also possible that the model could be useful to other states and local areas as well. The volume of inquiries provides preliminary indication that such an activity would be supported. For this reason, a conference is being planned in fall, 1976, which would expose key administrators in Region V (Minnesota, Ohio, Indiana, Michigan and Illinois) to the model and would then gauge their interest in pursuing such an activity in their respective states. If the feedback is sufficiently positive, a strategy to assist interested states, agencies will be further developed.

At this point, then, many possibilities remain yet to be explored and movement is being made to initiate such exploration. The yet-unconfronted other possibility is the potential utility of the Project Skill approach to private employers. Each of these areas must be looked at sooner or later. For now, we have at least begun to hammer at the unanswered question: "What can be done?"

CHAPTER I

ANALYSIS OF COMPONENTS

A. Job Development: Life Without Subsidy

The original Project Skill budget contained a line item providing reimbursement for trainee salaries during the maximum six months training time. Initially, this subsidy made employers more willing to "risk" taking on a Skill trainee and assured that if a trainee did not achieve probationary status there would be less outright cost to the employer.

The Project is now at a point, due both to budgetary and philosophical considerations, to move to a new plateau: life without subsidy. The Job Developer's task, when armed with the "carrot" of a subsidized training was indeed uphill. The two years of experience and the demonstrated value of Project Skill recruits have tended to make that job easier. Now, however, the crack in the door must be widened. The two years' experience has also shown that employers do get their money's worth when they pay the training salary. The work output accomplished during the training period is indeed sufficient to cover salary paid.

With this new dynamic, the Job Developer's mission may again increase in difficulty, although some agencies have already committed positions with full knowledge that there would be no subsidy. This development, however, and the continued flow of Project Skill positions are important to the portability of the Project model to other situations. While it may be initially important to provide subsidy while a project effort is proving itself, the ability to move to unsubsidized jobs is an important goal in making the Project an on-going part of the civil service system.

The job development effort then becomes a matter of concentrating on the array of services provided by the Project, the productivity and attrition rate of earlier participants, supervisory testimonials and the efficiency with which a position can be filled once it is committed. The coming year will be the acid test.

B. Screening and Placement: Breaking New Ground (Intake)

In the area of intake screening and placement, some major changes took place in the second year. The first of these changes involves the consolidation of intake functions under the Intake Counselor, this person being responsible for intake activities for the Madison area and, in conjunction with the Trainer or Trainer Assistant, for the rest of the state. Final responsibility for the files and for information-gathering rests now with the Intake Counselor. As part of the consolidation process, files were extensively reviewed and updated, referral source lists were concentrated, and master lists

of all active applicants and of their job interests were established. At the present time, Project Skill has the following numbers of applicants:

| | | |
|---|---|---|
| Active: | Madison area: | 114 |
| | Outlying areas: | 114 |
| | Dormant: | 137 |
| | Total: | 365 |

The second major change occurred when a limitation on new referrals to Project Skill was imposed. (This applies only to the Madison area, which has the largest number of referrals; the outlying areas have not presented this problem.) It was felt that an overabundance of applicants existed in relation to the number of jobs available, and that as the number of applicants increased, Project Skill's ability to provide a meaningful chance of employment to them decreased. Therefore, new referrals for the most frequently occurring and most sought-after jobs were suspended; a waiting list was established for those jobs and is drawn from as needed. New recruitment is done for less frequently occurring positions for which a large pool of candidates does not exist; this is usually done as individual positions arise. In this manner, (1) several applicants who had been with the Project for quite a long time are now working, (2) the number of inappropriate referrals has decreased, and (3) the files are gradually being reduced to a more workable size.

In regard to specific intake and screening activities (e.g. screening interview, requested qualifying documentation, etc.), there has been no change; requirements and procedures remain the same. However, there has been, and continues to be, reemphasis of referral procedures and of the referral source's responsibility in the referral process. This aims at: (1) better serving the applicant and (2) reducing the problem of inappropriate referrals to Project Skill caused by initial misunderstanding of what Project Skill actually is and by misinterpretations of what Project Skill should be, as well as by simple forgetfulness. In considering applicants already in our files, greater emphasis is being given to a fairly current recommendation by the referral source in order to offset time lag since the original referral. This continues the update process, in some cases resulting in withdrawal of the referral.

Oral examination/evaluation, the next step toward placement, also evidences some important changes. First, there is in most cases automatic feedback to the referral source about the applicant's performance on the oral exam and job interview, noting both strong and weak areas. This has produced a very positive response from the referral sources, as they can incorporate this information in their efforts to help the applicant toward job-readiness. Stronger working relationships between Project Skill and referral sources result, as well as better-prepared applicants.

A second change is the establishment of job registers from the results of the oral exams. (For a more detailed discussion see

"Civil Service Procedures" section.) The registers, valid for a period of six months, aid considerably in accelerating the hiring process: names on the register are automatically eligible, within the restrictions governing that register, for a job interview. Thus the lengthy processes of intake, screening, and examination can be avoided during the lifetime of the register; this is a great aid in both job developing and in placement. A record of the registers, with names and expiration dates, is kept by the Intake Counselor.

A third change is being initiated in the administration of abbreviated versions of written or performance clerical exams as part of the oral exam score for selected clerical positions only (usually a higher level position). Two considerations influenced this decision: (1) Registers established from exam scores have a six-month lifetime; if the register is to be a useful tool, scores must be valid indicators at any time within those six months. (2) Registers are established for a whole job category, yet individual jobs within that category may exhibit a wide degree of variance; again, in order that the register be a useful tool, it must represent a certain basic skill level necessary for clerical functions and common to all the jobs within a category. Because of these factors, an objective component in the total score was seen to be an advantage. That total score is derived so that the applicants will not be penalized for performance on the written or performance exam; only in the case of an inappropriate referral would it have a decisive negative influence on the total score. The written or performance exam has been employed (twice) to date, with favorable results.

C. Training: Trainees, Supervisors, and Co-Workers

1. Trainees:

Training for a period of up to six months is a standard component of the Project. This time is used for:

- Learning the tasks
- Adapting to the work routine
- Adjusting to co-workers and supervisors
- Arriving at general proficiency of a person regularly recruited for the job

a. Orientation: Trainees are given information concerning the following:

1) Hours

2) Wages

3) Safety

4) Union

5) Vacations

6) Sick Leave

7) Other fringe benefit options

8) Work Rules

Trainees have some awareness of these topics from their preliminary interviews for the job. However, a specific discussion is held at the beginning of their employment. When larger groups are beginning work, specialists may be called on to talk about certain topics, e.g., safety or about the union.

Trainee orientation in one particular area is done jointly with a state colony and training school for the retarded, the Department of Vocational Rehabilitation Counselor, the employing unit training officer, and the Assistant Trainer. The orientation is geared to explain the following:

1) Personnel Procedures

   a) Reporting in

   b) Breaks - Lunch

   c) Training Schedule

   d) Who to talk to regarding problems

   e) Safety

2) Project Skill

   a) Monitoring and evaluation

   b) Problem solving - counseling

   c) Trainer responsibilities

3) Department of Vocational Rehabilitation

   a) World of Work Series

   b) Counseling

b. Pre-Training: In certain instances, some preliminary training has been considered to be necessary. Some of the reasons for pre-training are:

1) Exploration of the level of trainee's ability - skill and relationship with others

2) Basic orientation to work setting

c. Who Does Training? The immediate supervisor within the employing unit does the training; he may delegate certain instructional duties to lead workers.

d. Supervision of a trainee includes:

1) Instruction in technical aspects of the work

2) Periodic monitoring of progress

3) Establishment of optimal work atmosphere

4) Periodic feedback of progress evaluations to trainee

5) Reporting of trainee progress to referral sources, administration, personnel, Project Skill

e. Counseling and Referral of Trainees: Counseling is defined as the interaction between two individuals where the counselor provides cues which help the trainee move toward a resolution of conflict, decision-making, improvement of mood, or generally increased awareness and acceptance of realistic options.

This process in the general sense could take place between a supervisor and trainee, but if the problem is complex or protracted, referral to the trainer is indicated. The trainer will decide whether to provide counseling or to refer the trainee to another resource such as the Division of Vocational Rehabilitation, Mental Health Centers, Rehabilitation Facilities, or other agencies.

If the nature of the problem is in the realm of activities of daily living, e.g. housing, food, shopping, budgeting, etc., the trainer refers the trainee to the supportive services staff member.

f. Types of Jobs:

Building Maintenance Helper 1, 2

Clerk 1, 2

Food Service Laborer

Food Service Worker

Graphic Reproduction Aide

Laborer

Laundry Laborer

Management Information Specialist 2

Property Worker

Shipping and Mailing Clerk 1

Stock Clerk 1

Typist 1, 2

g. Types of Work Settings:

Federal Property Program

Mental Institutions

Office Buildings

Training Schools for persons who are retarded

Universities

Veterans Home

2. Supervisory Training:

A formal presentation has been evolved by the Assistant Trainer for use in virtually all job settings. The supervisory training program has been successful in most instances in providing supervisors with particular insights and techniques for working with Project trainees. In some cases, a problem is created when trainees begin employment before the training program is given. It is an ever present fact that personnel departments must be totally committed to the program, aware of peoples' attitudes (especially supervisory personnel) in order to help spear off problems before and during the Project Skill involvement.

Supervisory training is approximately 2 1/2 hours long; a certificate of completion is issued to each supervisor participating in the session. The session is set up to give supervisors a training plan which can be implemented in the total work unit to more thoroughly train new employes and at the same time alert them to the strengths and weaknesses of people via activities done among themselves during the training. (The emphasis is shifted to

the mild mentally retarded and restored emotionally disturbed population after enough exercises are done to make them knowledgeable about the learning process of adults.) A manual has been developed by the Trainer Assistant which describes this process in detail.

3. Co-Workers:

The staff has been made aware of the need for co-workers to know about the Project. It eases tensions that are fairly normal, though not necessarily acceptable which generally make the training situation uncomfortable.

Co-worker training varies in length; but is generally a 45-minute program, with an emphasis on Project Skill and what it offers as a special program for the mild mentally retarded and restored emotionally disturbed person. The film is used to help explain the program in both the supervisory training and co-worker training.

4. Staffings:

Staffings occur after the first three weeks of employment, although reports begin after the first week and continue every week thereafter until progress warrants fewer evaluations.

Staffings are a very special part of the employment picture for the trainee and the supervisor. Time is set aside to talk with the trainee about the work he is involved in, what he thinks his progress is, and how he feels about the work after he has had a chance to do it for approximately three weeks. (The first staffing is about three weeks after starting date, so that the trainee has a chance to become familiar with the work, co-workers, supervisors, and work rules.) The same is true of the supervisor. Time is also set aside to talk to the supervisor about the trainee and his progress. Both the good and bad points are brought out in the individual meetings and the trainer makes a point of bringing the points up when the joint meeting happens. It is the staff's feeling that feedback is very helpful for the trainee and that it can also be a means of helping to mediate and remove misunderstandings long before they become a real problem. Many questions are answered by the persons involved in the meeting and thus far the results of the staffings have been of a nature to provide useful insights and information.

D. Supportive Services, Volunteers and Follow-up: Bedrock

Supportive Services:

The supportive services aspect of the program is very important to assure that the trainees needs and problems have been attended to, if the placement is to be successful.

Supportive services is a feature of the program that is not utilized by every trainee. It is, however, extended to all and those who do have problems in the supportive services area are referred to the Job Coach. Examples of the kinds of supportive services which have been provided are:

Assistance with transportation and moral support - night traffic court situation

Assistance with transportation and moral support - hospital emergency treatment

Assistance with food preparation, shopping wisely

Assistance in arranging for a trainee's transportation after work (second shift)

Assistance in opening a savings account

Provision of moral support by accompanying an eligible applicant who was hired into a CETA LTE position (our placement but not a Project Skill position) for interviews, and assisting her in finding transportation

Assistance with devising and implementing a budget

Assistance in searching for housing

The alerting of trainees to various recreation programs available in the community

In some cases, counseling is also a part of supportive services. In those instances where the counseling needs are most acute, the trainee is referred to Vocational Rehabilitation or Mental Health Center personnel.

Volunteers:

Because the Project Skill Program is geared to assist persons who are mildly mentally retarded or restored emotionally disturbed, the volunteer entity of the program is a significant factor in trainee success; therefore it must be handled with a great deal of diplomacy. In many cases, loneliness is a problem for Skill trainees. For the specific population that Project Skill serves, there are not a large number of volunteers and because the process is a delicate one, there must be some assurance that the experience will be positive for both parties involved.

The volunteer qualities most sought are:

Willingness to work with a trainee on a one-to-one relationship and as a friend

Willingness to assist in situations when the need arises, such as budgeting, shopping, cooking, or just having fun

Willingness to spend a minimum of two hours a week with the trainee. The specific time and day would be agreed upon between the volunteer and the trainee

At present there is one active volunteer and one volunteer situation which could not be worked out because of a conflict in working hours. Two trainees have received volunteers in the past.

Volunteers are contacted weekly to monitor progress, answer questions and concerns.

Some of the activities the volunteers and the trainees have been doing together are going to the movies, eating out, going to a concert, or chatting with one another.

Characteristics of the three trainees who now have or have had a volunteer:

1. Female
   Disability - mentally retarded
   Age - 24
   Present Job - Laborer

2. Female
   Disability - emotionally disturbed
   Age - 21
   Interests - bowling, music
   Resigned from her Building Maintenance Helper 1 position to move to a different city

3. Female
   Disability - mentally retarded
   Age - 18
   Interests - water skiing, horseback riding, and tennis
   Was terminated from her Building Maintenance Helper 1 position

Characteristics of trainees for whom volunteers are being sought:

1. Male
   Disability - mentally retarded; also speech defect, one paralyzed arm and epilepsy
   Age - 26
   Interests - collecting coins, going to the movies
   Present Job - Building Maintenance Helper 1

2. Male
   Disability - mentally retarded; also epilepsy
   Age - 36
   Interests - collects salt and pepper shakers, religious activities
   Present Job - Building Maintenance Helper 1

3. Male
   Disability - mentally retarded
   Age - 31
   Interests - none
   Present Job - Building Maintenance Helper 1

Volunteer agencies are contacted regularly for the purpose of recruitment and making known the needs of particular trainees who are in need of volunteer services. Agency groups contacted are:

Citizen Advocacy Program

Wisconsin Union Volunteer Program

Voluntary Action Center

Central Colony Volunteer Program

Lake Shore Manor

St. Paul's Catholic Church

Allen Hall

Madison Area Community of Churches

Lutheran Social Services

Madison Association of Retarded Citizens

Retired Senior Volunteer Program

Community Action Commission

Mental Health Center

Madison Community Center

Participation in Volunteer Days included many of these various agencies. Project Skill has been represented at the University of Wisconsin Memorial Union and also will be represented in the spring at Madison Area Technical College to assure the visibility of the program. Also in early April the Volunteer Coordinator will be attending a workshop given by the Wisconsin Union Volunteer Services entitled Student Volunteer Program Exchange. The purpose of the workshop will be to see what both the agencies and faculty can do to make the student volunteer program better for all involved.

Follow-up:

Because the main emphasis of the Project Skill program is to develop a model for employment of the mildly mentally retarded or restored emotionally disturbed persons, the Project staff

determined that the end result for each trainee should be carefully reviewed in terms of success or failure.

This process is generated by a basic concern for what happens to each individual from the time or application to the Project. Involvement begins with the prescreening process which is done by the Intake Counselor. If a trainee is not able to succeed in Project employment, it is the staff's responsibility to see that the transition back to the public or private sector or other services is a smooth experience, even though it may not be pleasant. This is done by calling the individuals periodically to check on their overall situation, to provide encouragement, and to monitor whatever progress is being made toward utilizing other resources. It is a concrete way of saying to the former trainee "I remember you and I care." It is also a way to find out whether there is anything further the Project can contribute to the former trainee.

Some examples of the trainee situations which have been followed-up are:

One trainee who was a Laborer left after working for five months. He was not enthusiastic about the nature of the work from the start. After leaving, he got a job as a short order cook at a hotel making $3.25 per hour.

A trainee who was a Building Maintenance Helper was terminated after working six months. He obtained a job at a processing plant, removing parts from cars making $2.60 an hour.

Another trainee who was a Building Maintenance Helper for six weeks terminated her employment because she didn't like the work. She is seeing her DVR counselor who is trying to help her find employment.

E. Staff Responsibilities

Dissemination of information about the Project for applicants usually begins at the referral source. However, Project staff have the responsibility to inform all the principals about information they should have. The following list represents some of the major topics and responsible agents in the information exchange:

| Non-Project Skill Staff | Project Skill Staff |
|---|---|
| Referral Sources..... | Intake Counselor<br>Job Developer<br>Supportive Services Specialist |
| Applicant..... | Intake Counselor<br>Supportive Services Specialist |

| Non-Project Skill Staff | Project Skill Staff |
|---|---|
| Employer: | |
| Personnel | Job Developer |
| Supervisors | Trainers |
| Formal Training | Assistant Trainer |
| Personnel Procedures | Job Developer<br>Intake Counselor |
| Co-Workers | Trainers |
| Trainee | Trainers<br>Supportive Services Specialist |
| Community Resources, Volunteers | Supportive Services Specialist |
| Files, Receptionist, Typing | Secretary |

This list represents the persons primarily responsible for respective contacts. Virtually all staff have participated in functions other than their primary roles. This enables each member to have a better awareness of the overall process; it also is necessary to meet the work demands as volume increases in certain areas.

## CHAPTER II

## TRAINEES AND AD HOC PLACEMENTS

### A. Trainee Characteristics (Summaries and Case History Examples, March 31, 1976)

The following is a summary of information on those individuals who are now either permanent state employes or who are working to achieve that status.

| Status: | |
|---|---|
| Training | 19 |
| Probation | 11 |
| Permanent | 22 |
| Total Active: | 52 |

Average time in trainee status of persons advanced to probation: 3.5 months

Number of persons promoted: 7

Number of persons demoted: 1 (A voluntary acceptance of reduction in pay to move to more compatible job)(Laborer to Clerk 2)

Number of persons demoted to lower classification within same job series: 3 (Persons moved from Laborer-probation to Property Worker-probation)

Active Trainees (52)

| Sex | | Race | |
|---|---|---|---|
| Male: | 37 | White: | 47 |
| Female: | 15 | Black: | 3 |
| | | Native American: | 2 |
| | | Chicano: | 0 |

| Disability | | Age (at time of hire) | | | |
|---|---|---|---|---|---|
| Mental Retardation: | 35 | 18-21: | 24 | 31-40: | 9 |
| Emotional Disturbance: | 17 | 22-25: | 7 | 41-50: | 3 |
| | | 26-30: | 6 | 51 & over: | 3 |

Persons who have remained active within Project Skill and the State Civil Service have numbered approximately 70% of the total number placed to date, 52 of 75.

A review of the program, trainee statements, supervisory reports, and trainer notes and impressions points to some tentative generalizations about the reasons for retention and progress (not necessarily in order of importance):

(1) Development of appropriate job commitments

(2) Careful selection methods

(3) Supervisory and co-worker training as appropriate

(4) Formulation of a training and case plan with trainee, employer, and referral source

(5) Periodic monitoring of progress via written reports from supervisor; meetings with trainee, supervisor, and referral source

(6) Enlisting supportive services when necessary

The following are case histories which indicate some of the dynamics relating to Project Skill participants who are presently active:

A.S.: 54, married, male, black.

Position: Building Maintenance Helper 2.

Education: Fourth grade.

Family: Lives with wife.

Disability: Mentally retarded. It was suggested that his intellectual and academic performance were probably severely depressed by cultural and social factors.

Work History: Seventeen years, construction; eight years factory; other short term jobs.

Training Progress: The trainee immediately demonstrated excellent work habits, and after 2 1/2 months advanced to Probation. He became a permanent state employe 9/30/75 and continues his good work.

J.M.: 22, single, female, white.

Position: Building Maintenance Helper 2.

Education: Twelfth grade.

Family: Foster home.

Disability: Mental retardation; immature personality, anxiety reaction, and elements of depression.

Work History: Short term jobs as nurse's aide; kitchen help; laundromat helper; housekeeper.

Training Progress: The trainee did average work from the beginning, and was advanced to Probationary status after 2 1/2 months. She has now become a permanent state employe.

G.H.: 31, single male.

Position: Property Worker.

Education: Twelfth grade.

Family: Lives with parents.

Disability: Testing results were from about eleven years ago. Intelligence appraisal at that time gave a picture of mixed potential, e.g., some brain damage, a range of ability from very good memory for rote learning down to a very low ability to synthesize parts into a whole. Some speech impediment was noted. The referral agency considered the trainee to be borderline retarded.

Work History: Brief work in tobacco harvesting, cleaning cars. Over ten years in a sheltered workshop doing a variety of work, the last several years in a candle manufacturing operation.

Training Progress: Trainee was hired as a Laborer-trainee to do a variety of cleaning, repair and painting of tools, machinery, and furniture; sorting and packaging; and material handling. His work has been fairly steady but not fast. He works best on structured tasks. Due to some limitations of flexibility and speed, the trainee has been reclassified into a somewhat lower job called Property Worker. He is currently on probation, and his steady attendance and performance indicate he will be successful at his present job level.

G.F.: 23, married male.

Position: Building Maintenance Helper 2.

Education: Eleventh grade.

Family: Married since becoming a trainee.

Disability: Mentally retarded.

Work History: Three years farm hand; three months loading box cars; three months at rehabilitation facility as janitor.

Training Progress: (The general climate of the institution where the job is could be characterized as resistive to change. Administrators, supervisors, and co-workers expressed apprehensions about having a "retarded" person work as a Building Maintenance Helper 2. They were partly conditioned by assuming that the Project Skill trainee would be in the moderately retarded range rather than the mildly or borderline retarded range.)

In any event, the trainee made slow but steady progress, and after five months was advanced to the regular Probationary status. The success in this case seemed to be due to:

(a) A trainee with good work habits and sufficient learning potential.

(b) A conscientious supervisor.

(c) Periodic supportive counseling and financial aid via the Division of Vocational Rehabilitation and a counselor from a rehabilitation facility.

(d) (The preliminary orientation to the institution staff by Project Skill personnel played an indeterminate role, but we believe it allowed some catharsis of employe feelings and provided some background information. The institution has recently requested another Building Maintenance Helper.)

C.Y.: 24, single male.

Position: Building Maintenance Helper 1.

Education: Seventh grade.

Family: Lived with parents, four brothers, and one sister until he was about twelve.

Disability: Trainee has a congenital speech impediment, partial paralysis of right arm and right leg. His early adjustment to family was difficult with trainee's threatening of family members with physical violence. He had a history of epilepsy during adolescence, completely controlled now. Various intelligence testing during adolescence indicated I.Q.'s ranging into the low average range with some organic impairment. Referral sources to Project Skill considered him to have physical, emotional, and intellectual impairments.

Institutions: After seventh grade, his mother became ill and, with his adjustment problems, it was decided to send him to a state-run colony for retarded persons. He stayed there several years at which time he was transferred to a privately run residential care facility. He resided in this facility at the time he applied to Project Skill.

Present Living Arrangements: The trainee moved to his own apartment two months after beginning Project Skill training. He has maintained himself there for eighteen months.

Financial: The trainee had problems understanding the SSDI and SSI arrangement. Communication presents a big problem for others who must try to help him. Checks, which were returned to the government, continued after the government said he was no longer eligible; after considerable attention they did stop. He is at this time maintaining himself with no financial assistance.

Social: He has a sister whom he visits during his vacations - he does not have many friends or associates. He leads a fairly quiet life, occasionally going to a movie, and manages to maintain a fairly serene outlook on life.

Work History: Trainee had done part-time work in the kitchen at the residential facility. He had also sold soda pop to residents and staff. He worked briefly at a restaurant as a dishwasher but was terminated due to being too slow.

Training Progress: Initially, the trainee had to get used to the physical demands of the job, e.g., mopping by means of using his weakened right arm as an assist. He made steady progress and was advanced from training to regular probation status after three months. He has now been a permanent state employe for ten months. He may have to remain on his present level of work because the next higher classification could require snow shoveling and climbing ladders which would prove difficult if not dangerous for him. One of his outstanding qualities

beyond his proficiency as a worker is his pleasant personality which has been commented on by many state employes.

B. Drop-Outs and Terminations (Summaries and Case History Examples, March 31, 1976)

The following is a summary of information on those individuals who were hired into Project trainee positions and who, for whatever reason, are no longer employed through the program.

| | | |
|---|---|---|
| Status: | Resigned | 10 |
| | Terminated | 13 |
| | Total Drop-Outs: (31% Attrition) | 23 |

Average time active prior to resignation: 2.9 months

Average time active prior to terminaiton: 5.2 months

Terminated Trainees (23)

| Sex | | Race | |
|---|---|---|---|
| Male: | 17 | White: | 21 |
| Female: | 6 | Black: | 1 |
| | | Native American: | 0 |
| | | Chicano: | 1 |

| Disability | | Age (at time of hire) | | | |
|---|---|---|---|---|---|
| Mental Retardation: | 17 | 18-21: | 15 | 31-40: | 0 |
| Emotional Disturbance: | 6 | 22-25: | 4 | 41-50: | 0 |
| | | 26-30: | 3 | 51 & over: | 1 |

A breakdown in one or more of the six factors mentioned under Active trainees may well cause a drop-out.

Drop-outs fall into two categories: resignation or termination. The ten persons who resigned gave some of the following reasons for leaving:

- Did not like the work
- Physically or emotionally not ready
- Family interference

Of the thirteen persons terminated, some reasons given by management were:

- Poor work, low productivity
- Absenteeism
- Stealing

The following are case histories which sketch the elements relating to the situations of individuals who are no longer employed through Project Skill:

C.G.: 24, single male.

Position: Building Maintenance Helper 1.

Education: Eighth grade.

Family: Lived with parents and three sisters until he was eighteen. We have no record of the family relationships.

Disability: Epilepsy, well controlled. Mild mental retardation. History of acting out, but primarily behavior characterized by negativism, withdrawal from responsibility, and hypersensitivity to criticism.

Institutions: At sixteen the trainee resided at a private institution for the retarded. He was discharged after three months due to disruptive behavior. He has been in a residential care facility since 1968.

Work History: There is no known work done outside the institution. The trainee said he had had some janitorial training and had been a cashier at the residential facility's canteen.

Training Progress: The trainee participated in some preliminary janitorial training for two weeks. He had some minimal skill at some of the easier basic tasks such as emptying waste baskets, dusting, etc. When he had to mop he began to have difficulty partially due to physical weakness. Each day of the second week, he grew more resistive to directions and assignments. Finally, he quit, saying he was not interested in the work.

In retrospect it appeared that the trainee had not had sufficient vocational training and general adjustment services to enable him to accept a responsible job.

J.H.: 18, single male.

Position: Building Maintenance Helper 2.

Education: In twelfth grade, special education.

Disability: Mental retardation.

Family: Lives with parents and sisters and brothers.

Work History: Part-time janitorial work for two years.

Training Progress: Trainee worked for about six days. Supervisors reported his initial work was satisfactory. Nevertheless, the trainee resigned, saying his family was complaining because of his coming home late (1-2 a.m.) after his shift and that the family was awakened. Further inquiry of the high school teacher revealed that the father had been opposed to the shift work from the beginning. The teacher had also indicated that the trainee could get his old job back if the Project Skill job did not work out. It was thought, also, that the supervisors had not really supported the trainee in his initial efforts. Finally, the trainee's youth, dependency on the high school teacher, and general immaturity caused him to find it difficult to make the adjustment to the job.

J.A.: 21, single, male, Mexican-American.

Position: Building Maintenance Helper 2.

Education: Tenth grade.

Family: Had lived with mother and seven brothers and sisters; moved into room on employing institution grounds.

Disability: Mental retardation; cerebral palsy, speech defect.

Work History: Rehabilitation Facility, variety of jobs, one year.

Training Progress: The trainee began securing average ratings during the first months, although some difficulties were mentioned about co-worker relationships. Various meetings with supervisors and co-workers were held, however, ratings of the trainee fell from average to fair; eventually he was terminated. It is believed that more intensive and early supervisory and co-worker training may have ameliorated the situation.

S.H.: 19, single, female, white.

Position: Building Maintenance Helper 2.

Education: Tenth grade.

Family/Housing: Lived in room on grounds of the employing institution.

Disability: Mental retardation.

Work History: Dietary aide in nursing home, one year.

Training Progress: Basic four-week training was completed successfully. When the trainee was assigned to a cottage with residents she resigned, saying she did not like the work.

F.W.: 25, married, male, white.

Position: Building Maintenance Helper 2.

Education: Twelfth grade.

Family: Wife and two children. There were some family problems and for awhile the trainee moved to live with his mother.

Disability: Mental retardation; kidney transplant - he began to have physical problems and his physician recommended he resign.

Work History: Rehabilitation Facility, 2 1/2 years; janitorial, four years; kitchen helper, four months.

Training Progress: The trainee did average to excellent work. He was advanced to Probation after 3 1/2 months. Unfortunately, medical reasons forced his resignation after a total of five months employment.

C. Ad Hoc Placements

In addition to permanent job placement within state service, the Project has also assisted in placing applicants in limited term employment positions. Some agencies requested assistance in filling these positions with individuals from the Project applicant pool. Although these were not permanent positions, this was an additional feasible way for opening the door for handicapped persons.

To date a half-time typist position (physically handicapped person), one Clerk 2, and one Typist 2 position have been filled in the above-described manner.

The Job Developer also worked on filling a Facilities Repair Worker position, and approximately eight summer relief Building Maintenance jobs, but these positions were eliminated as a result of budget cuts.

The Project also has a pool of applicants who have been referred for job placement, but haven't been placed in any position.

D. Current Job Commitments

As of 4/9/76, the following jobs have been committed and are in the process of being filled:

| Classification | Number |
|---|---|
| Clerk 1 | 3 |
| Clerk 2 | 1 |
| Typist 2 | 2 |
| Machine Operator 2 | 1 |
| Building Maintenance Helper 2 | 11 |
| Total | 18 |

## CHAPTER III

## RESOURCES

### A. Community Linkages

The major referral agencies, in order of the number of referrals, are:

Division of Vocational Rehabilitation (about 80%)

Rehabilitation Facilities (about 35%)

Special Education Programs (about 5%)

Mutual clients cause figures to total over 100%.

A number of applicants have been clients of two or all three of the above agencies. These relationships may be concurrent or sequential.

The Division of Vocational Rehabilitation (DVR) has been active with an estimated 80% of our applicants. In a few instances, they have reopened files of former clients in order to provide services.

Assistance from DVR has included the following:

Monitoring trainee progress in cities at a considerable distance from Madison

Financial assistance for clothes, rent, transportation

Counseling

Arranging diagnostic services (e.g., vocational, physical, psychiatric)

Rehabilitation facilities have worked with an estimated 35% of the applicants. Often, when a referral is initiated from a facility, the applicant is also a client of DVR. We attempt to clarify what the respective roles of each agency will be in regard to the trainee. This has generally worked out satisfactorily so that, if the service is necessary, supervisors usually only have to work with one counselor: DVR counselor, or facility counselor. The Project trainer is expected to serve a monitoring role to see that services are complete in terms of trainee progress.

Special Education teachers have referred a number of fairly job-ready young applicants. Usually, the applicant is also a client

of DVR. Special Education teachers may be able to assist with counseling, especially if the applicant is still in school, receiving work credit. Sometimes, however, the student has been out of school a few years and other counseling may need to be arranged.

In addition to referral agencies, the Project has maintained a close relationship with the state Association for Retarded Citizens (A.R.C.). This has been an excellent information source; the Manpower Director also participates in the A.R.C.'s Vocational Rehabilitation Committee and provides assistance with developing priorities and assembling a training package for local groups to assist them in defining and utilizing all available resources. The relationship has thus far proven to be mutually beneficial.

B. Civil Service Procedures, Classifications

In order for Project Skill to proceed more effectively, standard hiring procedures of the State Bureau of Personnel have been modified. Responsibilities such as preparation of announcements and job descriptions have been delegated to the Skill staff for changes to accommodate the needs of the Project. Basic qualifications for Project jobs are age 18 and Wisconsin residency. Additional qualifications are added where necessary, according to the specific classification.

Project Skill positions are filled through a closed recruitment system in which only applicants certified as retarded or restored emotionally disturbed are eligible. An example of the certification can be seen in Appendix A. The job description, a very useful document, is a modified version of the position description (a standard personnel document which reflects breakdown in percent of tasks to be performed) which aids both Skill staff and referral sources in the selection process. The job description's primary purpose is to provide a detailed guide to the nature of the job.

Registers

In the second year, Project Skill began the practice of establishing job registers from the results of oral examinations in order to reduce the time required to fill a job, eliminate repetition of efforts of both staff and applicant, and enhance the applicant's chances for employment. While registers are common procedure in the State Bureau of Personnel, Project Skill used them only haltingly at first, because the procedure was not familiar. Nor was it well understood how the register could be constructed to best fit the needs of the Project. Initial attempts have defined how to set up a register and tailor it to the Project; a register is now established for every oral examination given.

Job registers have a life-time of six months, renewable for another six months. The most useable register for Project purposes has these three characteristics:

(1) It is "area-wide," i.e., valid for any Department within a geographical area defined by the Bureau of Personnel

(2) It is "classification-wide," i.e., valid for any specific position within a general classification

(3) It is "periodic," i.e., new names may be added to the register during its life-time

Registers governing clerical positions will have the above-listed characteristics; registers governing labor and service classifications such as Building Maintenance Helper and Laborer are subject to limitations such as "Department-wide" rather than area-wide and "this position only" instead of classification-wide. (Here, joint registers can be established, where one examination produces a register that is valid for two departments.) The difference lies in authority to hire: in the case of clerical classifications, the Bureau of Personnel holds authority for the whole state, in the case of labor and service classifications, authority is delegated to individual departments or agencies.

Procedure for filling any position governed by a register then entails only certification of eligible names from the register and scheduling of these people for a job interview, a considerably less complex process. The time-consuming steps of job announcement, recruitment, screening, and oral examination are thus eliminated.

The basis for establishing a register involves another civil service procedure: writing of the job announcement. Involved here is the wording of one section on the announcement which describes the type of register to be established, e.g., area-wide or one department only, classification-wide or this position only, periodic, etc. It is a standard and relatively simple procedure, but care must be given to correct wording and details, as this section constitutes the legal authority for waiver of the examination process and strictly defines use of the register.

Examinations:

In regard to oral examinations and job interviews, procedures follow essentially the patterns laid down during Project Skill's first year of operation. The notable exception, however, is the introduction of abbreviated versions of the standardized written and performance tests for clerical positions as an aid in constructing solid job registers; this has been discussed in Chapter 1B.

Reclassifications:

In one work setting it was discovered that some of the Laborer trainees were not measuring up to the expected standards of versatility and/or productivity after the six-month training period. Because the trainees showed proficiency at a level somewhat below the standards, yet of a useful, productive nature, an extension of training time was granted while the Personnel Board was approached about establishing a new classification. The request was granted and three persons qualified for the new classification: Property Worker.

This Property Worker level, and classes such as Clerk 1, Typist 1, and Building Maintenance Helper 1 afford an entry level for many applicants who might find the demands and adjustments of a higher level job too much, at least initially. The Laborer classification, however, is at a higher level. Thus, by creation of the entry level Property Worker classification, the opportunity for career development is provided for those who cannot meet the standards for the Laborer position.

C. Filmograph

With the advent of the filmograph in August, 1975, whole new vistas and possibilities for information sharing were opened up. Although the filmograph (slides superimposed on film with narration) is only fifteen minutes long, it artfully compresses basic information on the Project: structure, goals, interrelationships, implications. This material, combined with visuals of trainees at their worksites and in other living situations, as well as a statement of support by the Governor, provides the best possible vehicle for orienting individuals to Project Skill.

The filmograph has more than proven its value. It has been used in presentations to professional groups (such as Rehabilitation Facilities and the Midwest Intergovernmental Personnel Conference) and will be shown in conjunction with staff presentations to different conferences in the spring of 1976 (Association of Retarded Citizens, Division of Vocational Rehabilitation). In the area of job development, the film has been shown extensively to personnel administrators, supervisors and other managers. It has proven useful as a tool to stimulate interest and increased willingness to participate in the Project.

The staff of the extension component has utilized the filmograph extensively to orient Area Manpower Boards, Developmental Disabilities personnel and potential employers to the Civil Service Project. The staff then builds from this understanding to explain the variations involved in the extension to city and county government positions.

Since the Project now possesses six copies of the film, three copies have been utilized to mail throughout the country in response to requests. Thus far, the filmograph has traveled to:

Rock Island, Illinois

Winfield, Kansas

Modesto, California

Crookston, Minnesota

Hauppage, New York

Portland, Oregon

Minneapolis-St. Paul, Minnesota

Colorado Springs, Colorado

San Jose, California

Feedback is requested from viewers regarding their responses, concerns. Appendices B and C are the form letters which are sent. B precedes the film and C accompanies it.

Thus it can be seen that there have been myriad uses for this tool. It has been an invaluable aid in disseminating information as well as in stimulating discussion and questions.

D. Advisory Board

The Board has continued to meet during the second year and has continued to provide the questions, support and advice so essential to the functioning of the Project. Representation has remained relatively stable and no new recent additions have been made. The most notable change from the first year is that, as systems become established within the Project, the need for frequent Advisory Board meetings diminished. Thus, instead of the monthly meetings which characterized the first year, meetings are now held approximately every two months.

## CHAPTER IV

## COST BENEFIT ANALYSIS

### A. Statement of Problem

Considerable attention and criticism has been focused on Manpower programs and their effectiveness. Program administrators, participants, federal and state administrators and the general public are now becoming increasingly concerned with the results (or lack thereof) of Manpower programs. This concern has led to the greater application of techniques such as cost benefit analysis and the use of these techniques to aid decision makers. The purpose of this study was to ascertain whether or not Project Skill is a cost or benefit to the government. If it is a cost - how great a cost? If it is a benefit - how great a benefit?

Project Skill is a program to test the feasibility of civil service employment for persons who are mild mentally retarded or restored emotionally disturbed. It has already been proven time and time again that the population specified, when hired and trained are capable, dependable, loyal, hard-working and prompt. We are preparing now to discuss the issue in terms of hard facts.

### B. Definition of Terms

The terms used in this study are generally standard cost-benefit analysis terminology. An early decision by the research staff ruled out the social costs and benefits component analysis. The basis for the decision was the seeking of hard cost data versus soft data based on long term projections.

While social cost and benefits are as much a part of real cost and benefits there are no readily recognizable criteria for judging their magnitude.

The terms used for this study are defined in the order of appearance on the work sheet. (Figure 1 - Appendix D)

1a. Project cost (government) per participant

This is the program cost per participant. All real cost must be divided by the number of participants for an average program cost. In this particular analysis the number of participants from April 14, 1974 through September 30, 1975 was divided by the program dollars expended for the same period of time. $160,777 divided by 57 equals $2820 - average cost per participant.

1b. Government cost is any money paid to a participant through a federally funded or state funded organization. The standard federal tax deduction was used for persons who were living at home. SSI recipients are allowed to work for nine months at gainful employment and therefore the cost benefit does not reflect the full return that would be realized on a long term projection or even a two-year projection. The money received by the participants is calculated for one year prior to the date they began employment with the Project Skill program, and is the reflection of cost to the government.

2a. Client wage and sales tax calculation

2b. Client Benefits

The participant's gross wage minus the government tax benefits are his/her benefits.

The total income in the case of this particular analysis is the gross wage over the first year of employment. All persons terminated prior to probation status (six months or less) were included in the cost benefit analysis because the cost had to be paid for those individuals.

2c. The government benefits are calculated by using tax forms from the fiscal office, and the federal and state taxes are taken from the participant's wage each payday.

The sales tax was determined by using the formula: 1/3 of participant net wage X 4%. The sales tax was computed on 1/3 of individual's net income or 1.13% of the individual gross income. The federal government uses 1.30% of gross income to compute the sales tax per individual. The 1.13% works out to be a lower figure than the federal government actually charges, which means the more conservative figure used in which to base our analysis.

3a. The cost benefit is number 2a subtracted from number 1a + 1b (if any).

3b. The cost effect ratio is the total government benefit divided by the program cost.

The second step in the cost benefit analysis is to put down all the figures for each individual on a work sheet. (Figure 2 - Appendix D) Add all columns for totals and use the subtotals of the columns to compute the cost benefit for the program in the same manner as the individual computations were obtained.

The cost benefit is the total program cost minus the total government benefits.

The cost effect is the total government benefits divided by the program cost.

C. Method of Analysis

The cost benefit ratio approach was used for this analysis. It was felt that this approach was the most appropriate for several reasons. First of all it provided "hardest" data on the value of benefits generated by each dollar of cost. It compares the dollar cost of the program to the return to the government via taxes and reduced public assistance. The approach deals with the short-run and does not attempt to project benefits and/or cost far into the future. This does, of course, reduce the scope of the analysis but that is felt to be more than offset by the increased clarity of the effectiveness "picture." Second, the ratio approach does not require a high degree of statistical sophistication on the part of the program staff.

It involves direct cash type cost and benefits without getting into the problems inherent in attempting to define and measure opportunity cost or social benefit.

Summary:

The findings for the cost benefit analysis are preliminary. They are for the period April 14, 1974 through September 30, 1975. There were 57 participants.

The Project Skill participant rate of return is $.89 for every dollar the government expended through the specified time period.

The participants who are SSI recipients were only decreased money for the last three months of the twelve month employment period. The cost benefit analysis at the end of the testing phase of the program will reflect that benefit to the government and raise the cost benefit effect and effectiveness ratio to a much higher rate of return.

Recommendations:

Preliminary cost benefit information coupled with the rate of retention for trainees and expressed supervisor satisfaction would indicate that the Project model is viable and worthy of continuation. For this reason, efforts are presently in process to assure that Project Skill is an ongoing operation of the state civil service system and to expand the Project to balance-of-state (outside CETA prime sponsor areas) city and county government. More long range plans involve disseminating the model nationwide and providing technical assistance to those states and agencies seeking to implement similar projects.

## CHAPTER V

## PROBLEMS AND LESSONS

### A. Communication and Role Definition

Personnel Agencies and Procedures:

One major recurrent problem in this area is adjustment to the distribution of responsibilities, e.g., agreement between Project Skill employing agencies as to who assumes what, in terms of responsibilities for personnel procedures.

Specific problem areas where responsibilities must be defined are:

(1) Who writes the announcement and how the announcement should be structured to accommodate the needs of Skill

(2) Who administers the exams and what kind of qualities should be assessed, other than knowledge of the job to be performed, e.g., applicants' psychological readiness

(3) The mechanics of the reimbursement voucher, when applicable

(4) The need for a Project staff member to be present at the final interview for the purpose of input and putting the applicant at ease; this has raised some hesitancy from employing agencies from time to time

Referral Agencies:

In dealing with referral sources in the process of screening and intake, some lessons have been learned.

At the inception of the Project (this or any project), there must be an initial understanding on the part of the referring agencies as to the nature and functioning of the Project. It must be portrayed in a clear and thorough manner, because any misunderstanding or misrepresentation will follow the Project and plague its functioning - in this case, resulting in inappropriate referrals. Subsequent explanation and clarification have helped to resolve the problem, but the first, incorrect impression has proven to be dismayingly tenacious.

Explanation and clarification have also been required in coping with misunderstanding which can stem from what referring agencies would like the Project to be (as opposed to what it, in fact, is), resulting, again, in inappropriate referrals. This wishful thinking, as it were, is bound to occur, necessitating repeated definitions of the Project functions, goals and aims.

Much of the work of screening and intake involves papers: forms, reports, documentation. These constitute the basis for judgments regarding job placements. Lack of the information obviously causes problems in the ability to make good judgments (or take risks) and intake staff should insist to the extent practicable that all required forms and information be sent to the Project before or at the time of referral. This helps to eliminate inappropriate referrals at the very beginning; it also helps to spot referrals for whom necessary qualifying documentation is not available and/or may not be eligible for the Project. Further, intake staff should insist that these forms and information be received before the applicant is admitted to an oral examination and/or job interview. This practice aids in eliminating gaps in the knowledge vital for satisfactory job placement before an applicant is actually considered for a specific position.

The primary responsibility for obtaining and forwarding the requested forms and information lies with the referral source. This responsibility should be impressed upon that source. The intake staff may be able to receive the information immediately or may have to request it via release of information statements or may even need to go to other sources, but the referral source carries the primary responsiblity for making sure that that information does exist and is reasonably available to the Project.

A screening interview should also be mandatory before consideration of an applicant for a specific position. The interview gives substance to the "paper-people" the intake staff works with and can provide many cues to qualities, such as social skills, stress tolerance, verbal ability, cooperativeness, and assorted idiosyncracies that are not reflected in the information found on paper. It is the time and place to spot, when possible, potential problem areas. The screening interview is an excellent tool and should always be mandatory, even in the case of last-minute referrals.

Another useful tool is requesting from the referral source a written recommendation. This practice can (1) bolster the credentials of a good, but not well-qualified (job-wise) applicant, (2) clarify areas of concern to potential employers, and (3) eliminate hasty, ill-considered referrals.

Another problem for which there is no ready solution is that of old and possibly outdated qualifying documentation. Intake staff should request more recent information, but in some cases older information may have to suffice. In cases where information is judged to be too old, it is the referral source's responsibility to make arrangements for new documentation.

In dealing with these problems as they arise in the information-gathering process, it is important to establish and maintain good relations with the referral sources. Whatever the cause of the problem, it cannot be resolved without their cooperation. Intake

staff should keep in frequent contact with the referral sources and should supply as often as possible feedback on an applicant's performance, so that information flows in both directions. Referral sources should be apprised of any decisions regarding their applicants, and those decisions should be made in conjunction with the sources whenever possible.

Employers and Worksites:

Administrative Support: At the onset of the program - there was not enough follow-through on the part of top management in committing themselves to the program. This non-committal posture resulted in all staff spending unnecessary man hours in job development, orientation and training about the program, acquiring job commitments, and achieving actual program purpose. It was suggested that there be one strong, clear directive from the top levels of administrators down through the ranks. This directive would describe each particular program and voice expectation that each division would participate, thus freeing staff from the monumental task of job development. To date, the staff is still working to implement this goal. (See Appendix E)

Supervisors: Supervisors are often unaware of the need for sensitivity with regard to new employes. In some cases, there exist preconceived ideas with relation to mental retardation or mental illness. Supervisors are also not always aware of training methods to facilitate new employes' learning. There should be a training pattern and a sensitivity session built in. Supervisory training, as performed by the Trainer Assistant, has served to stimulate discussion of these issues and provide some resources in terms of training techniques when needed.

B. Placements

Position Commitments: As the Project approaches the end of the second year, efforts to obtain position commitments grow less difficult due to our record. (Of course, the loss of federal subsidy, discussed in Chapter 1A, has tended to make state agencies cautious from a fiscal standpoint.) During the first year and a half the majority of positions committed were entry level, and came from agencies whose interests were with the mentally disadvantaged, i.e., Health and Social Services as well as the Department of Administration. As a result of success with trainees, attention was given to the additional capabilities of Project Skill. Entry level jobs in the labor and service classifications have characterized most Project Skill placements. Nevertheless, since the summer of 1975 a gradual increase has occurred in the proportion of office jobs, e.g., clerks and typists.

Matching Trainees to Jobs: Many employing agencies are curious as to whether the Project Skill trainee is capable of performing at the objective level of proficiency. The initial objective level is the regular state probationary period. Permanent civil

service status is achieved following successful completion of the six-month Probationary period. Project Skill trainees are expected to achieve at least the minimally acceptable performance of any new "regular" probationary employe by the end of the training period. This training period is usually for six months - it can be extended - but experience to date indicates an average training time of 3.5 months.

Job restructuring has occasionally been used to enable a trainee to achieve proficiency. An effective tool in aiding proper selection, is job analysis. The job analysis is done to tailor the person for the job. The job analysis considers the task, number of people the applicant must interact with, physical setting, work loads, demands, and when possible, personality of the supervisor. The trainee is then selected on his/her ability to fit within the job setting with the least amount of problems.

In trying to effect successful job placement, the Project has learned that consideration need be given to various factors in the applicant's work background, to the specific disability involved, to factors in the personal background, and to the applicant's ability to function in an oral exam/job interview situation.

In regarding the applicant's work background, workshop reports, counselor's recommendation, supervisor recommendation and any other indicators of work behaviors and job-readiness are carefully scrutinized. Specific job training and experience and past job stability are also considered, but to a lesser extent. Since this is an on-the-job training situation, an applicant should not be penalized for lack of experience; more important for our purposes are job-readiness and potential to learn the job.

If the specific disability involved is emotional in nature, then some indication of emotional stability is sought and may be reflected in a counselor's or therapist's recommendation, in progress reports, and in the applicant's attitude toward him/herself. In considering an applicant whose disability is mild retardation, it is necessary to look at present and potential capabilities and level of functioning with regard to job content and situation; this can be reflected in special education/work-study program reports, and a counselor's recommendation.

There are a number of other factors in an applicant's background which demand consideration in the process of careful and successful job placement. These are: interrelationships, interdependencies and attitudes of other family members (parents, siblings, spouse, dependents); independent living skills, ability to structure spare time, and actual living situation; satisfactory transportation and feasibility of relocation; involvement with the law; physical condition, physical limitations and disabilities, effects of medication; personal interests and preferences as to job content, situation, shift an co-workers. Not all this information will be

available in all cases, nor should the applicant's privacy be violated; judgment and discretion are very much in order. However, a reading should be taken on any or all of these factors as the individual situation warrants, because all are potential problem areas which could lead to termination from a job.

The final area meriting attention (indeed, there may be others) is the applicant's ability to function within an oral examination/ interview situation. In the case of Project Skill, the final hiring decision still lies with agency personnel representatives and supervisors - although a job can be reserved for the Project only, the applicant must still be able to compete with others in the Project and still be convincing to the prospective employer. In effect, the applicant must still "sell" him/herself and in so doing sells the Project also. The screening interview and oral examination (administered by the Project staff) act as preparation, dress-rehearsals, for the final job interview. They probe an applicant's level of understanding and judgment, verbal ability, ability to relate, physical appearance, appropriateness of job application and such attitudes as cooperativeness, interest, sincerity.

## CHAPTER VI

## EXTENSION TO CITIES AND COUNTIES

On December 15, 1975, the State Manpower Council approved a six-month preliminary effort to test the feasibility of extending Project Skill to balance-of-state city and county government jobs. Appendix F is a copy of the original proposal. The extension Project began January 1, 1976 and will end June 30, 1976. If sufficient willingness to participate in this endeavor is defined, a proposal will be submitted to the State Manpower Council to do a one-year implementation Project.

After three months experience, the staff has received endorsements from: the Association for Retarded Citizens, Division of Vocational Rehabilitation (Appendices G and H) and various Area Manpower Boards. Some commitments have already been obtained from contractors. A commitment means that the contractor is willing to designate certain Public Service Employment positions in county and city government, (funded through CETA) specifically for filling through Project Skill.

At this halfway point in the groundwork-laying process, it appears that there exists sufficient support and commitment by various community agencies and employers to justify the drafting of a full year implementation grant to the State Manpower Council. This decision, however, will not be made until the extension component has at least another month's time to secure potential commitments.

## CHAPTER VII

## MODEL DISSEMINATION

The initial Project Skill results, coupled with the almost-overwhelming interest nationwide (and even in other countries) stimulated questions regarding the feasibility of developing adaptations of the model for implementation in other areas.

To provide some concept of the response, initial inquiries (and often follow-up correspondence) have come to the Project in the following volume:

| | |
|---|---|
| Alabama (2) | Minnesota (3) |
| Arizona (2) | Montana (1) |
| California (8) | New Hampshire (1) |
| Colorado (4) | New Jersey (5) |
| Connecticut (1) | New Mexico (1) |
| Florida (1) | New York (10) |
| Illinois (6) | Nevada (1) |
| Iowa (3) | Ohio (3) |
| Kansas (1) | Oklahoma (1) |
| Kentucky (1) | Oregon (2) |
| Maine (2) | Pennsylvania (4) |
| Massachusetts (4) | Virginia (3) |
| Michigan (3) | Washington (1) |

In addition, requests for information on the Project have been received from Canada, Spain and Australia. Two hundred copies of the First Year Report were requested by the Illinois Governor's Committee on Employment of the Handicapped; they were sent.

The intensity of interest as well as the volume seemed to indicate that some effort to determine the feasibility of Project Skill's replication in other states should be made. For that reason a grant was written and approved which would provide for a conference for key administrators in Region V (Illinois, Indiana, Michigan, Minnesota and Ohio) to expose them to the model and obtain feedback

about the reasonableness of its replication in their states. If the information is sufficiently positive, a request will be made to provide for actual implementation in the states desiring to participate.

The move toward replication outside Wisconsin is indeed an important step. It will provide a needed and crucial test of the viability and adaptability of the structure which has worked effectively in Wisconsin. The staff, as well as other state administrators are eager to learn what new information the attempted replication will bring.

PROJECT SKILL

ENTRY ENROLLEE CERTIFICATION FORM

Name of Applicant _____
Last First Middle

Address _____
Street Number Street

_____
City State Zip Code

This document certifies that the above-named applicant has a disability diagnosed as either mental retardation or emotional disturbance. The diagnosis for this particular applicant is _____

_____

Certified by: _____ _____
Signature Date

_____
Type Certifying Person's Name

_____
Title

_____
Certifying Agency

_____
Address

_____
Telephone

State of Wisconsin \ DEPARTMENT OF ADMINISTRATION

Patrick J. Lucey
Governor

Anthony S. Earl
Secretary

James B. Wood
Deputy Secretary

1 WEST WILSON STREET
MADISON, WISCONSIN 53702

Regarding your letter requesting the Project Skill film dated _____, we greatly appreciate your interest and concern and hope the film serves in your best interest.

Because of the limited number of films on hand our policy is the loan of the film for one week. Along with the film we are enclosing return labels for your convenience. Any questions can be directed to Lois McKnight, Room 270 - 1 W. Wilson St.

Thank you again for your interest.

Sincerely,

Lois McKnight

LOIS MCKNIGHT, TRAINER ASSISTANT
PROJECT SKILL
STATE BUREAU OF HUMAN RESOURCES SERVICES

LM:kt
Enclosure

Appendix C

State of Wisconsin \ DEPARTMENT OF ADMINISTRATION

Patrick J. Lucey
Governor

Anthony S. Earl
Secretary

James B. Wood
Deputy Secretary

1 WEST WILSON STREET
MADISON, WISCONSIN 53702

Dear Borrower;

I need to know a few things about the film you are going to borrow from Project Skill.

1. The name of the group or organization viewing the film.

2. Their comments. (pro and con)

3. Any questions.

As you know Project Skill is in the trial stages of implementation. Therefore the above three statements of request are of vital importance to me. Thank you for your cooperation.

Sincerely,

Lois McKnight

LOIS MCKNIGHT, Asst. trainer
Project Skill
State Bureau of Human Resource Services

Appendix D
Figure 1

Client No. _____ Term. _____

Start Date _____ Prob. Date _____ Perm. _____

1a. Program cost _____

1b. Government cost (if unemployed) _____

_____

Total _____

2a. Client wage (if employed) gross trng. _____

gross wage 3(x .04) = sales tax prob. _____

perm. _____

Total _____

2b. Client benefit = 2a - 2c = 2b = $ _____

2c. Government benefit (if employed) ST _____

TR PR PE

F Taxes FED _____

S SALES _____

Total _____

3a. Cost effect = prog. cost minus Gov. Bene. _____

-

_____

_____

3b. Effectiveness ratio: $\frac{\text{Benefit}}{\text{Cost}}$

$\frac{B}{C}$ = _____

Appendix D Figure 2 page 1

| ID Number | 1a Program Cost | 1b Government Cost (if unemployed) | 2a&b Client Benefits (if employed) | 2bc Government Benefits (if unemployed) | 3a Cost Effectiveness | 3b Effectiveness Ratio |
|---|---|---|---|---|---|---|
| | | | | | | |

(APPX-D-FIGURE 2-PAGE 1

Appendix D Figure 2

## COST BENEFIT REVISION

| ID NUMBER | PROGRAM COST 1a | GOVERNMENT COST 1b | CLIENT BENEFITS 2a&b | GOVERNMENT BENEFITS 2c | COST EFFECTIVENESS 3a | EFFECTIVENESS RATIO 3b |
|---|---|---|---|---|---|---|
| 101 | $2,820 | $ - 0 - | $181 | $21 | $2,799 | $- 0 - |
| 102 | 2,820 | - 0 - | 168 | 16 | 2,804 | - 0 - |
| 103 | 2,820 | 825 | 393 | 32 | 2,788 | .01 |
| 104 | 2,820 | - 0 - | 5,125 | 895 | 1,925 | .32 |
| 105 | 2,820 | 825 | 5,376 | 1,023 | 1,796 | .36 |
| 106 | 2,820 | - 0 - | 4,579 | 329 | 2,491 | .12 |
| 107 | 2,820 | - 0 - | 5,187 | 1,011 | 1,809 | .39 |
| 108 | 2,820 | - 0 - | 5,187 | 1,011 | 1,809 | .39 |
| 109 | 2,820 | - 0 - | 5,376 | 904 | 1,916 | .32 |
| 110 | 2,820 | - 0 - | 5,376 | 1,024 | 1,796 | .36 |
| 111 | 2,820 | - 0 - | 5,376 | 1,024 | 1,796 | .36 |
| 112 | 2,820 | 825 | 5,001 | 898 | 1,522 | .32 |
| 113 | 2,820 | 282 | 5,201 | 1,186 | 1,635 | .42 |
| 114 | 2,820 | - 0 - | 4,579 | 329 | 2,491 | .12 |
| 115 | 2,820 | 825 | 4,176 | 769 | 2,051 | .27 |
| 116 | 2,820 | 2,280 | 6,290 | 3,312 | 493 | 1.17 |
| 117 | 2,820 | - 0 - | 5,587 | 1,281 | 1,539 | .45 |
| 118 | 2,820 | 825 | 5,238 | 930 | 1,755 | .38 |
| 119 | 2,820 | - 0 - | 2,058 | 274 | 2,546 | .10 |
| 120 | 2,820 | - 0 - | 4,087 | 288 | 2,532 | .10 |

COST BENEFIT REVISION

| ID NUMBER | PROGRAM COST | GOVERNMENT COST | CLIENT BENEFITS | GOVERNMENT BENEFITS | COST EFFECTIVENESS | EFFECTIVENESS RATIO |
|---|---|---|---|---|---|---|
| 121 | $2,820 | $- 0 - | $864 | $71 | $2,749 | $ .03 |
| 122 | 2,820 | - 0 - | 227 | 28 | 2,792 | - 0 - |
| 123 | 2,820 | - 0 - | 17 | 2 | 2,818 | - 0 - |
| 124 | 2,820 | - 0 - | 1,9[illegible]0 | 260 | 2,560 | - 0 - |
| 125 | 2,820 | 1,800 | 5,365 | 1,065 | 1,755 | .38 |
| 126 | 2,820 | - 0 - | 5,296 | 734 | 2,086 | .26 |
| 127 | 2,820 | - 0 - | 5,044 | 1,010 | 1,820 | .36 |
| 128 | 2,820 | 3,096 | 5,242 | 29 | -29 | 1.01 |
| 129 | 2,820 | 39,019 | 6,332 | 40,053 | 37,233 | 14.21 |
| 130 | 2,820 | - 0 - | 5,097 | 1,029 | 1,791 | .36 |
| 131 | 2,820 | - 0 - | 6,570 | 726 | 2,094 | .26 |
| 132 | 2,820 | - 0 - | 4,524 | 560 | 2,260 | .20 |
| 133 | 2,820 | - 0 - | 4,524 | 560 | 2,260 | .20 |
| 134 | 2,820 | 2,568 | 4,524 | 3,282 | -462 | 1.16 |
| 135 | 2,820 | 960 | 4,524 | 1,520 | 1,300 | .54 |
| 136 | 2,820 | 3,713 | 5,627 | 4,623 | 1,803 | 1.64 |
| 137 | 2,820 | - 0 - | 2,524 | 228 | 2,582 | .08 |
| 138 | 2,820 | - 0 - | 560 | 26 | 2,794 | - 0 - |
| 139 | 2,820 | - 0 - | 5,035 | 1,016 | 1,804 | .36 |
| 140 | 2,820 | 3,704 | 672 | 89 | 2,731 | .03 |

COST BENEFIT REVISION

| ID NUMBER | PROGRAM COST | GOVERNMENT COST | CLIENT BENEFITS | GOVERNMENT BENEFITS | COST EFFECTIVENESS | EFFECTIVENESS RATIO |
|---|---|---|---|---|---|---|
| 141 | $2,820 | $648 | $6,273 | $1,710 | $1,110 | $ .61 |
| 142 | 2,820 | 825 | 5,726 | 258 | 2,562 | .09 |
| 143 | 2,820 | - 0 - | 4,969 | 904 | 1,916 | .32 |
| 144 | 2,820 | - 0 - | 366 | 59 | 2,761 | .02 |
| 145 | 2,820 | - 0 - | 5,345 | 894 | 1,926 | .32 |
| 146 | 2,820 | 825 | 6,840 | 734 | 2,086 | .26 |
| 147 | 2,820 | 2,280 | 5,209 | 3,268 | -448 | 1.16 |
| 148 | 2,820 | - 0 - | 5,271 | 927 | 1,893 | .33 |
| 149 | 2,820 | 135 | 5,308 | 1,065 | 1,755 | .38 |
| 150 | 2,820 | 825 | 6,634 | 1,384 | 1,436 | .49 |
| 151 | 2,820 | - 0 - | 6,293 | 1,193 | 1,627 | .42 |
| 152 | 2,820 | - 0 - | 5,308 | 928 | 1,892 | .33 |
| 153 | 2,820 | 3,456 | 5,295 | 2,016 | 804 | .71 |
| 154 | 2,820 | 2,280 | 5,485 | 3,036 | -216 | 1.07 |
| 155 | 2,820 | 825 | 5,485 | 756 | 2,064 | .27 |
| 156 | 2,820 | - 0 - | 5,587 | 1,281 | 1,539 | .45 |
| 157 | 2,820 | 825 | 5,238 | 930 | 1,753 | .38 |
| TOTALS | $160,740 | $74,471 | $239,260 | $92,651 | $143,400 | $33.93 |
| TOTAL PROJECT COST/BENEFIT | | | | | 17,340 | .89 |

## PROBLEM

There is a problem in lack of communication in Manpower programs to persons in the field who must implement Manpower programs. We can attribute this to a lack of information regarding Manpower programs and consequent absence of support at the highest levels within each department. This results in a lack of directives from departmental administrators to local office personnel regarding the benefits and importance of participation in Manpower programs. As a result Project staff are working from the ground up in their efforts to garner support for and commitment of positions to particular projects.

## SOLUTION

There should be a policy statement written for all state agencies regarding their participation in and implementation of Manpower programs. A follow-up report from all department and division, should be returned to and reviewed by Federal Manpower Programs Section.

One strong clear directive from the top level down through the ranks that describes each particular program and voices expectation that each division will participate would free Project staff from a significant portion of the task of job development that now confronts them and would allow them to devote this time and energy to other Project goals such as successful placement.

# PROPOSAL FOR

# 6 MONTH GEAR-UP

# TO

# EXTEND PROJECT SKILL

# TO

# MUNICIPAL AND COUNTY GOVERNMENTS

October 20, 1975

PURPOSE

The purpose of this proposal is to extend the implementation of Project Skill from the State Civil Service System to municipal and county units of government. Although it is too early to evaluate cost-benefit data for Project Skill, preliminary findings and program developments indicate that the extension of the project to local governments is a feasible and beneficial activity:

1) The project has matured sufficiently so that it has structured systems for information-gathering and applicant processing (from referral to placement) and has acquired a body of valuable experience. Since these established systems and resources would be extended to additional employing entities, time, effort, and money would be saved.

2) There is no precise way to measure the extent to which the project has prevented the institutionalization of individuals by helping to stabilize their environment in enabling them to be as self-sufficient as possible. However, of the project's 43 initial placements, there are 8 trainees who have at some point been residents of various state facilities or residential treatment centers. Since a proportion of former residents have already been served by the program, an extension of Project Skill would indeed further the current thrust toward de-institutionalization.

BACKGROUND

In its one year of operation, Project Skill has placed 43 mentally retarded or emotionally disturbed persons in trainee positions for mainly entry level jobs within state government. Of the 43 persons placed, 7 have been promoted, 5 former trainees are now permanent state employes, 13 have achieved probationary status, 21 are in training status, and 7 have terminated. It is important to note (a) that there exists at present a trainee promotion for each termination, and (b) that since 5 of 7 terminations occurred within a month of placement, a minimum of resources had been committed.

Program trainees have much to offer prospective employers. The preliminary data mentioned above, supervisors' evaluations, and productivity studies, all indicate that Project Skill people do as well as or, in some cases, better than employes in the same job classification who were hired through the regular process. Yet, with only a limited number of entry level state jobs in smaller, more isolated areas, and with current austerity measures and a generally light turnover further reducing the number of such local vacancies, prospective Project Skill trainees in outlying regions have relatively few opportunities, and prospective local government units who could provide such employment have no excess to the program.

Services provided by the existing Project include: job development, recruitment, screening of applicants, selection, orientation,(training for trainees and supervisors), supportive services and follow-up.

PROJECT DESIGN

The project will be operated by staff selected to serve as an additional component to the existing program. While building on established relationships, processes and procedures developed by the civil service component, this staff will move into implementing these resources with regard to city and county jobs.

This component would be housed with the existing staff within the Department of Administration, Bureau of Human Resources Services. The staff would consist of a Project Coordinator and 2 Job Developer/Coaches. This initial design encompasses a 6 month gear-up period in which the staff would make intensive contact within balance-of-state counties to provide information on the Project which would result in sufficient job commitments to implement the city/county component. It should be noted that the existing staff has given numerous presentations throughout the state to various community and professional groups throughout the state and has consistently encountered questions (from Rhinelander, Sheboygan, etc.) about why the Project was not operative in a particular local area.

There are already a variety of resources available to this job development team: a 15 minute film-o-graph showing the Project in action as well as detailing structure and objectives, a brochure which communicates supervisors' responses to Project trainees and a First Year Report which gives an in-depth analysis of the first year's experiences.

Project staff would work closely with the Manpower Council's Coordinator of Programs for Handicapped Persons to assure that positions developed or efforts expended did not duplicate any placement/stablilization activity being performed by any other group or agency and that resources were distributed equitably throughout the state.

The job development effort would be conducted in conjunction with the local Developmental Disabilities Coordinators and Boards in each county or group of counties.

OBJECTIVES

The primary goal for the 6 month gear-up would be to develop 30 job commitments (5 each from 6 different county or multi-county areas) which could be filled through a full-blown 1 year project that would provide the entire array of services now included in the civil service project.

The 6 areas are:

I. Oneida-Lincoln-Langlade Counties
II. Green Lake-Marquette-Waushara Counties
III. LaCrosse
IV. Jefferson-Dodge
V. Chippewa-Eau Claire
VI. Manitowoc-Sheboygan

The target is for 5 commitments from each of these areas or a minimum of 30 jobs overall. As has been true with state service, the main thrust of the job development area will be in de-stereotyping employers' attitudes about the employability and capability of the Project Skill population. The county areas may vary (the present areas were chosen based on contact already made by the Project), but all will be in the balance-of-state area.

TIMETABLE

(Jan.) Month 1: Hire and orient staff.

Month 2: Plan individual and group staff contracts in various county areas; assure adequate supply of publicity resources (films, article reprints, brochures)

Months 3-6 : Continue and strengthen original contacts, make presentations to: city and county personnel managers, County Board members, Developmental Disabilities Coordinators and Boards, interested citizens and professional groups.

EXPECTED RESULTS

We expect that this activity will result in a minimum commitment of 30 jobs in appropriate categories in balance-of-state cities and counties, sufficient to justify entering into the Project for a full year of training, transitional support and other job development activities.

BUDGET (6 mos.)

| | | | |
|---|---|---|---|
| Staff: | Director | $ 6,500 | |
| | Job Developer/Coach (PSE) | 5,000 | |
| | Job Developer/Coach (PSE) | 5,000 | |
| | Clerk/Typist (PSE) | 4,000 | |
| | | $20,500 | |
| | Fringes (6%) | 1,203 | |
| | Total Staff | $21,703 | $21,703 |
| Travel: | $50/week x 3 staff = $150 | | |
| | x 26 weeks | $ 3,900 | |
| | meals | 1,000 | |
| | Total travel | $ 4,900 | $ 4,900 |
| Other: | Communications (post. & tel.) | $ 2,000 | |
| | Desk top supplies & printing | 400 | |
| | Total other | $ 2,400 | $ 2,400 |
| | | GRAND TOTAL | $29,003 |

WISCONSIN ASSOCIATION FOR RETARDED CITIZENS
351 WEST WASHINGTON AVENUE
MADISON, WISCONSIN 53703

# RESOLUTION ON PROJECT SKILL

WHEREAS, Project Skill has been active in promoting and securing State Civil Service employment opportunities for persons who are mentally retarded, and

WHEREAS, Project Skill has obtained funds to expand its activities to include securing employment opportunities for persons who are mentally retarded in municipal and county positions,

THEREFORE BE IT RESOLVED, that the WARC will lend its support and assistance to Project Skill in its new endeavors to secure employment opportunities for persons who are mentally retarded in municipal and county positions.

Submitted by,

Paul Juhnke, Chairperson
Vocational Rehabilitation and Employment Committee

PJ:cl
2/5/76

State of Wisconsin \ DEPARTMENT OF HEALTH AND SOCIAL SERVICES
DIVISION OF VOCATIONAL REHABILITATION
STATE OFFICE BUILDING
1 WEST WILSON STREET
MADISON, WISCONSIN 53702

March 2, 1976

TO WHOM IT MAY CONCERN:

RE: Project Skill

The Division of Vocational Rehabilitation was consulted and involved in the development of Project Skill from its inception and it has been an active partner in the referral and service of many individuals served by the project.

As the project is extended to training and employment opportunities in city and county governments, we wish to reiterate this endorsement and pledge cooperation in our mutual quest to serve and place the handicapped in employment.

Our District and Local Offices will assist in referrals and mutual planning to serve individuals within the constraint of the federal priorities on serving the severely disabled and policy restraints in maximizing the use of similar benefits such as manpower programs and the NARC project funded by the U. S. Department of Labor.

Sincerely,

John H Biddick

John H. Biddick, Director
Bureau of Client Services

JHB:cr

cc: District and Local Offices